



Pupil Premium Policy

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Headteacher: *Temberson*

“WORK, FUN AND FRIENDSHIP”

Three Bridges Primary School promotes high achievement, understanding and a love of learning by working with children to:

- achieve high standards in all areas of the curriculum
- become highly motivated, inquisitive, life-long learners
- be flexible and adaptable for the modern world
- have high self-esteem - respecting themselves, their community and the environment
- to be able to work independently and collaboratively, solving problems and connecting areas of learning
- gain technological skills which enable them to extend and enhance learning.

We believe that each child will succeed through experiencing quality in:

- learning partnerships between school, home and the community
- a culturally rich, creative curriculum which is responsive to children’s’ academic and personal/social needs
- an enriching programme of extra-curricular activities and visits
- innovative teaching and an experiential approach to learning
- an ethos of support, challenge and encouragement to succeed.

We demonstrate our commitment to working as a learning community by:

- putting the children’s’ needs first
- working together towards common goals
- striving for continuous improvement in all that we do.

BEHAVIOUR FOR LEARNING

LEARN

ENJOY

ACHIEVE

RESPECT

NURTURE

ENGAGE

RESILIENCE

At Three Bridges, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their advantaged peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

This fixed amount of money is expected to increase every year for the course of this current Parliament. At Three Bridges we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children at Three Bridges Primary School can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mind-sets towards learning.

Analysing Data

We will ensure that:

- all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- we use research (Such as Sandwell/YARC testing and Reading Recovery) to support us in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if.....".

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our phase and senior leaders to:

- set high expectations
- address any within-school variance
- ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- share good practice within the school and draw on external expertise
- provide high quality CPD
- improve assessment through joint levelling and moderation.

Individualising support

At Three Bridges, there is no stigma attached to being in an intervention in this school.

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- using support staff to provide high quality interventions across their phases
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise
- providing support for parents.

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children.

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected termly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- teaching staff contribute to pupil progress meetings each term and the identification of children is reviewed
- regular feedback about performance is given to children and parents
- interventions are adapted or changed if they are not working
- case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- a designated member of the SLT maintains an overview of pupil premium spending
- a governor is given responsibility for pupil premium.

Reporting

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
- An overview of spending – including the amount of Pupil Premium Grant Received
- A summary of the impact of PPG.

The Governing Body will consider the information provided and will ensure that there is an annual statement on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Parents who are in receipt of the following payments are eligible to apply for Free School Meals which entitles their children to Pupil Premium:

- Income Support
- Income-based Jobseeker’s Allowance (IBJSA)
- Income-related Employment & Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999

- Child Tax Credit only, provided your annual household income (as assessed by HM Revenue & Customs) does not exceed £16,190. **Anyone entitled to Working Tax Credit is not entitled to free meals, regardless of income**
- The Guarantee Element of State Pension Credit
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for WTC)
- Universal Credit (with no element of Working Tax Credit)

An application form is available from the school office or there is a link on the school website to West Sussex County Council for information and the application form.